



Mayor's Commission on Poverty Reduction

Youth Education and Career
Pathways Subcommittee

October 2013



NEED A NEW JOB... AND FAST?

Subcommittee Charge

The charge of the Work Group is to provide fellow Commissioners with recommendations for reducing the number of young people in poverty through the **development of educational and career pathways that lead to family-sustaining employment**. This includes a look at improving the ways in which the **K-12 system and its partners prepare young people to learn and to seek career opportunities**.

Subcommittee Members and Subject Matter Experts

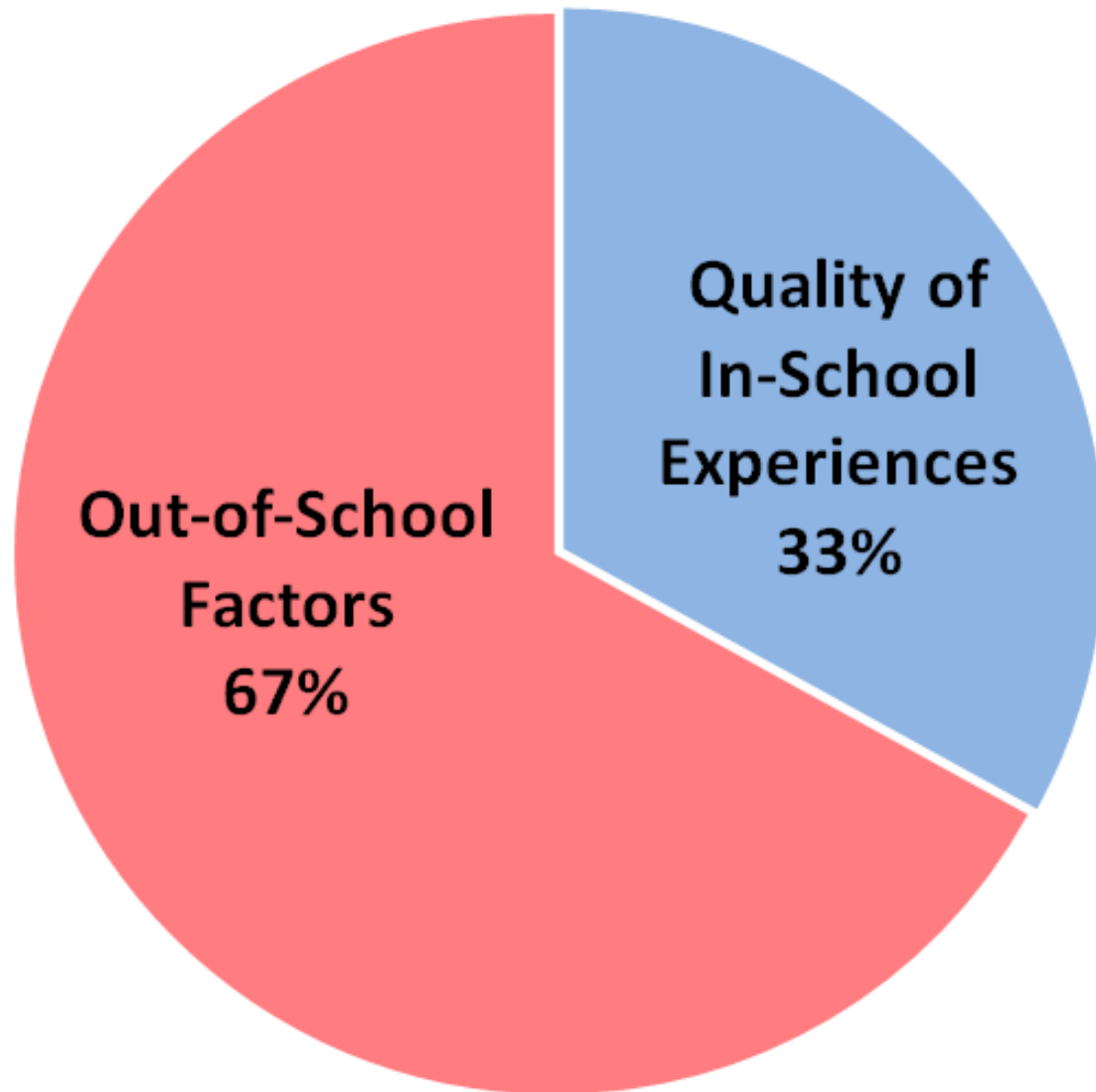
Subcommittee Members

- Kurt Hofelich (Chair), *Sentara Norfolk General Hospital*
- L'Tanya Simmons (Co-Chair), *Norfolk Public Schools, Operations and School Leadership Development*
- Judy Begland, *Opportunity Inc. of Hampton Roads*
- Gary R. Bryant, *Norfolk/ Portsmouth Bar Association*
- Hosey Burgess, *Virginia Employment Commission*
- William (Bill) W. Crow, *Virginia Ship Repair Association*
- Deborah DiCroce, *Hampton Roads Community Foundation*
- Anthony J. DiFilippo, *Visit Norfolk*
- Richard V. Homan, M.D., *Eastern Virginia Medical School*
- Adale M. Martin, *Old Dominion University*
- Thaler McCormick, *ForKids, Inc.*
- Art Thatcher, *Recreation and Youth Services, Norfolk's Recreation, Parks and Open Space*
- Susan Perry, *City Manager's Office*
- Vonda Johnson, *City of Norfolk*

SMEs

- Denise Charbonnet, *Norfolk Public Schools, Secondary Schools*
- Sarah Bishop, *Director of Education Initiatives, UWSHR*
- Donnell Brown, *Norfolk Redevelopment and Housing Authority*
- Linda Rice, *Hampton Roads Community Foundation*

Factors that Impact Academic Achievement for Children in Poverty



BOSTON COLLEGE CENTER FOR OPTIMIZED STUDENT SUPPORT



The Impact of City Connects

Progress Report 2012



Figure 1 illustrates that academic success is predicated on children's readiness to engage and thrive in school. It also shows the overlapping impact of the various domains of development on children's readiness to learn and thrive.

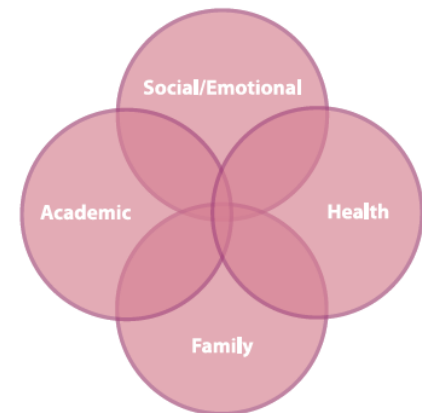


Figure 1. Academic success is predicated on students' readiness to engage and thrive in school

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The pervasive effects of poverty on children's development and academic achievement underscore the importance of addressing out-of-school factors as a key part of any education reform effort. For children living in poverty, out-of-school factors can impact their ability to succeed academically in many ways, including:

- **Persistent stress** within families, neighborhoods, and communities that undermine a sense of safety, well-being and **social-emotional stability**. This is especially seen in children with absent parents, inconsistent parenting behavior, and **exposure to neighborhood violence**;
- **Limits on family's ability help with homework**, provide a quiet place to study, or to invest time, energy and money to foster children's growth and find solutions to needs;
- Chaotic social life with **overcrowded housing, high reliance on municipal services**, unpredictable support systems, and non-profit services and charity;
- **Unstable employment and lack of employment** results in higher stress and the absence of role models

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- Limits on capacity of families to help with solutions, school work, early literacy, school readiness, and appropriate health care due to poor health and lack of educational attainment of parents and surrounding adults. This often results in **poor school attendance and chronic late arrival to school** that undermines school success;
- **Poor health and malnutrition, obesity and high asthma rates** (most common cause of chronic school absenteeism in the US) along with a lack of routine and preventive health care;
- **Lack of access** to or follow through on **mental health care and services**;
- **poor dental health** care, lack of access to dentist and poor follow through on appointment which results in interfere with learning;
- High mobility and rapid turnover of network of support systems and services; and
- A **high reliance on frustrated educators** enter the field eager to help children learn and then who are both blamed for the poor student achievement of disadvantaged children

Six Core Areas of Subcommittee Study For “Failure to Thrive”

Out of School Factors:

PB Young Elementary
Summer Enrichment
Pilot

Housing Stability

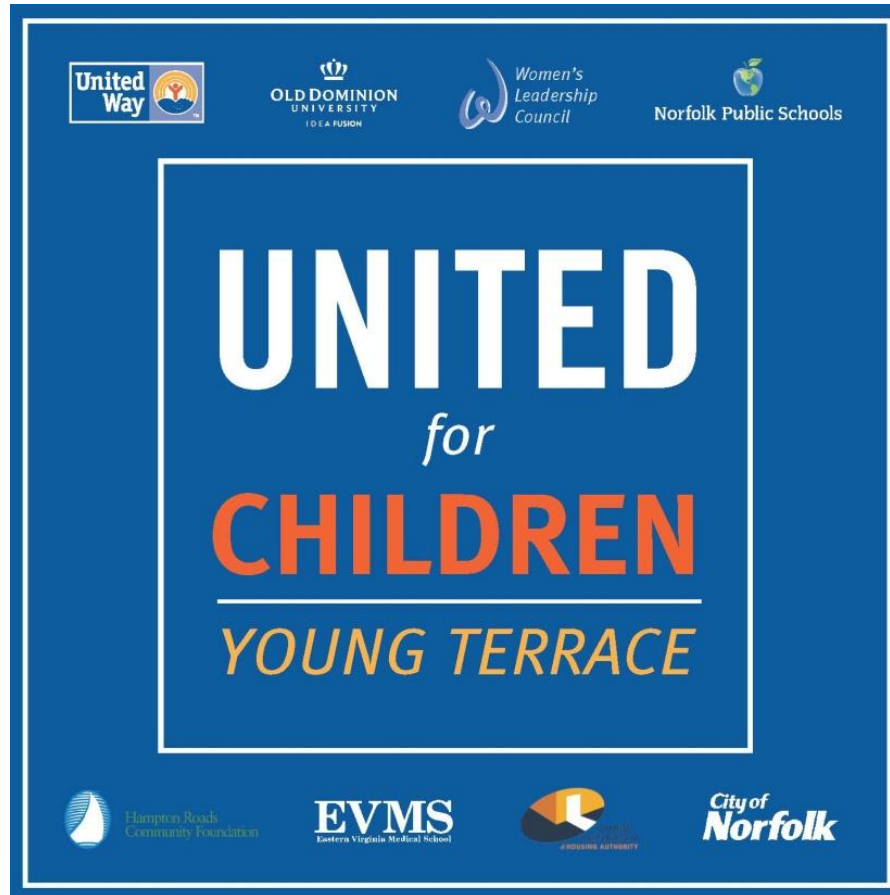
Healthcare

In School Factors:

Norfolk Public
Schools- accreditation
status and
advancement

Open High School
Model

Career Ladders, Lattices and Pathways



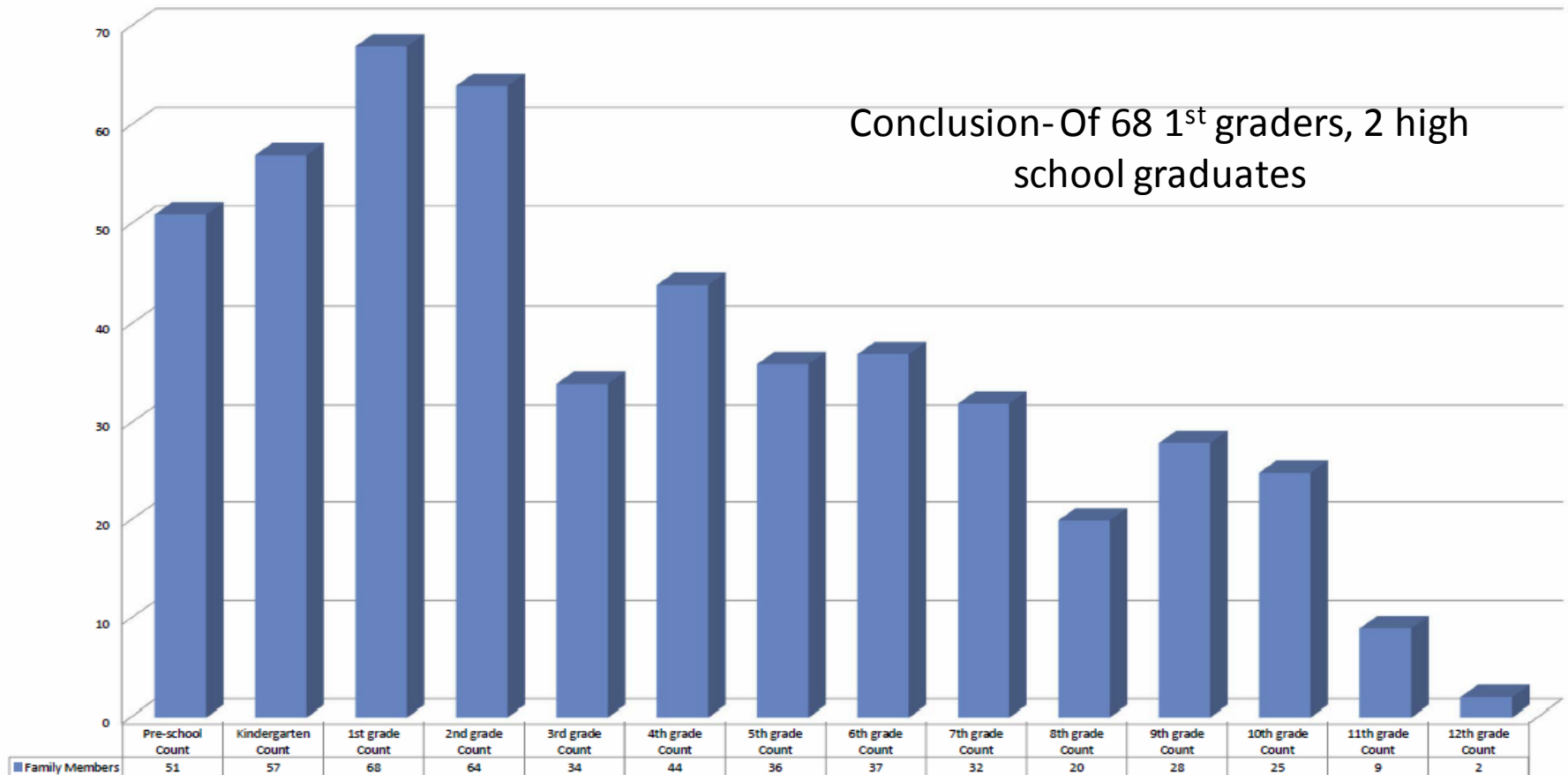
Sarah Bishop

Director of Education Initiatives

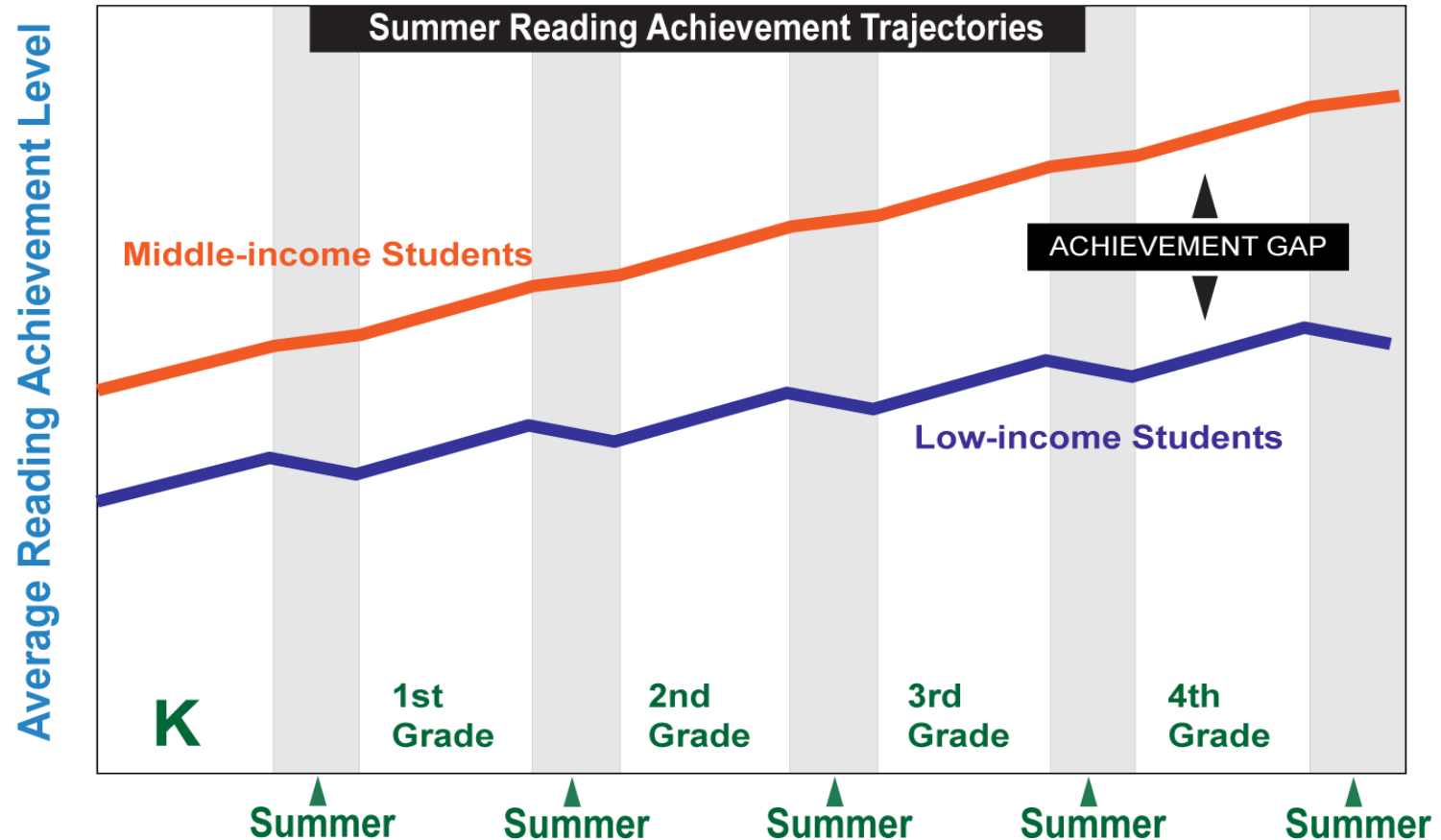
Young Terrace Children by Grade Level

Source: NRHA October 2012

All Grade Levels from Pre-k to 12



Summer Learning Loss Increases the Achievement Gap



Source: Adapted from Borman, G.D. (2000). The effects of summer school: Questions answered, questions raised. *Monographs of the Society for Research in Child Development*, 65 (1, Serial N. 260).

P. B. Young, Sr. Elementary School 2013 Summer Enrichment Program



Summer 2013 Program

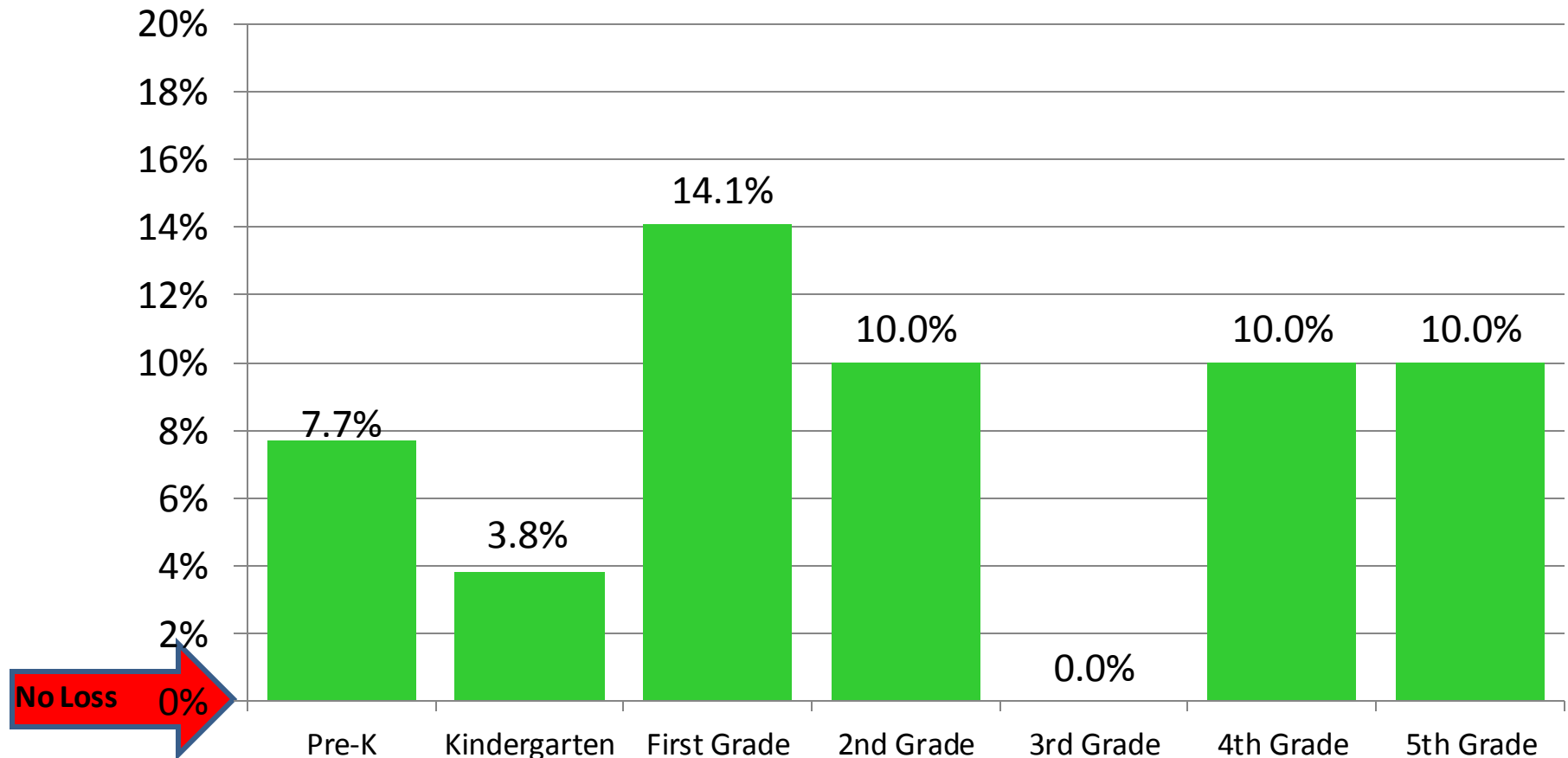
- Funded by Macon and Joan Brock
- Computer Lab funded by Beazley Foundation
- Designed by P. B. Young, Sr. Elementary School Principal and Teachers
- 8 Week Program/5 Days Each Week
- Program included grade level instruction and enrichment activities
- Program incorporated themes, exploration, and multiple learning styles

Enrichment Activities



Reading Growth

Goal: No Summer Learning Loss

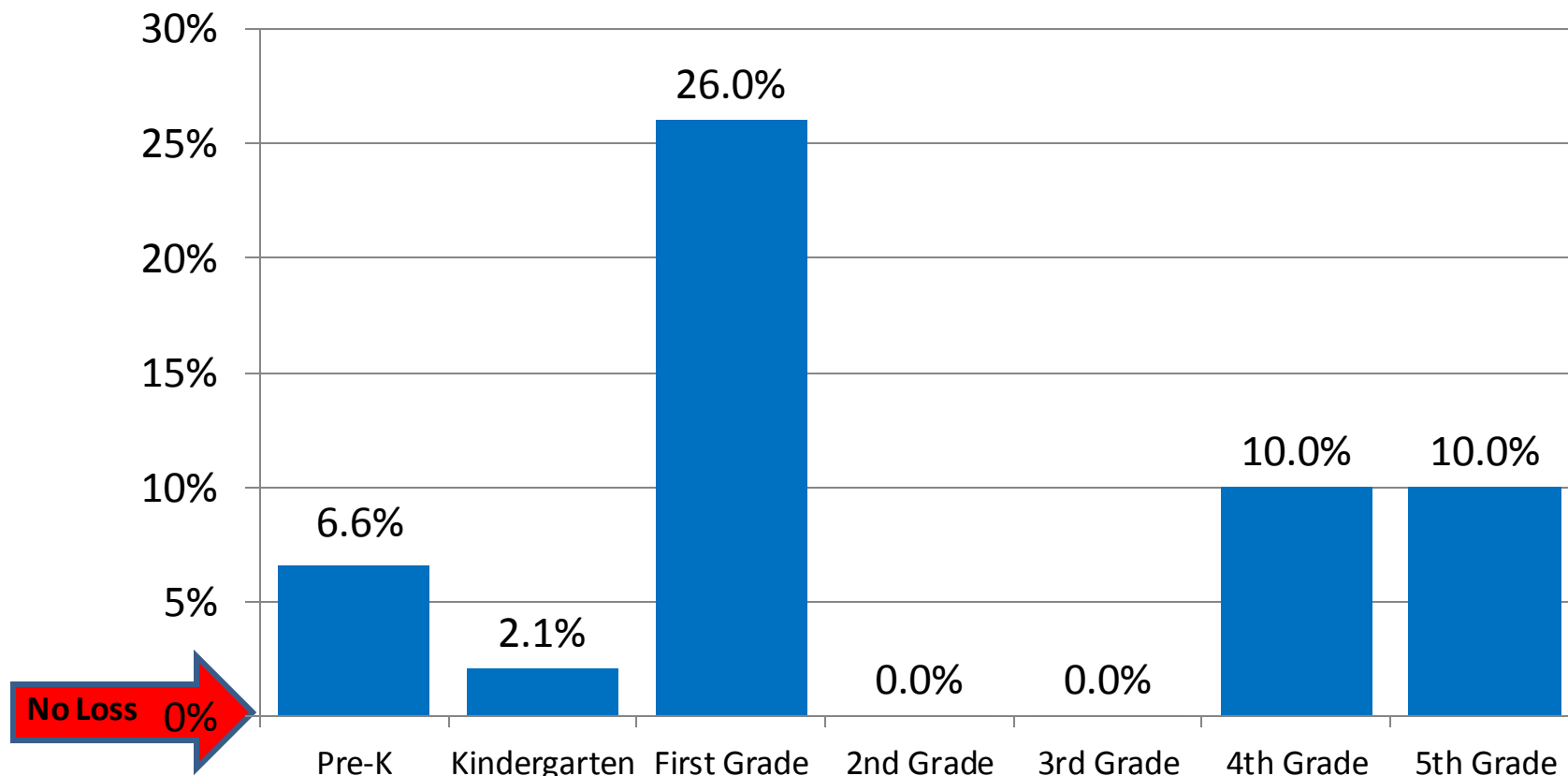


Pre-K to 1st Grade: Reading growth based on PALS Data

2nd to 5th Grade: Reading growth based on Star Reading Data

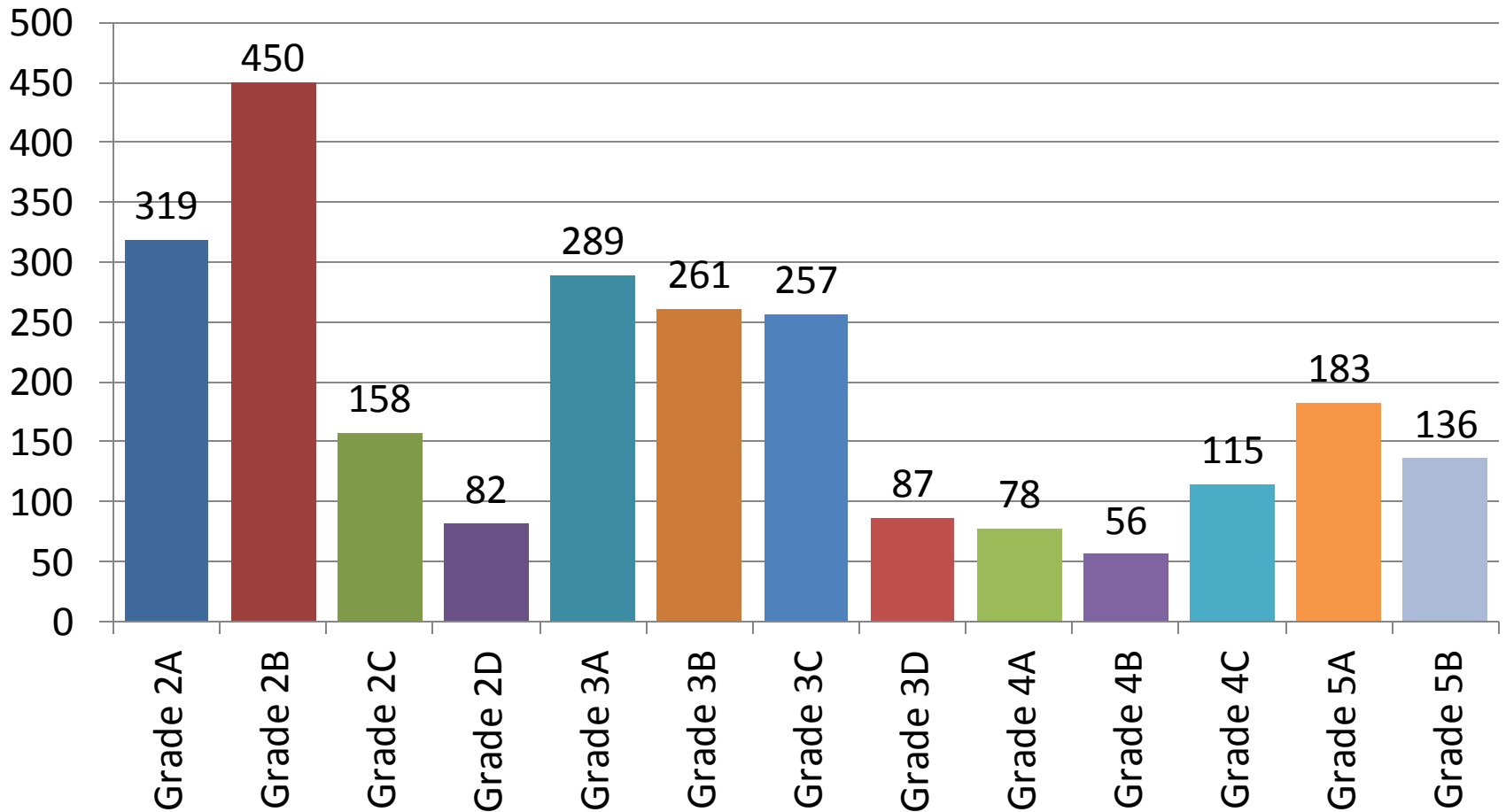
Mathematics Growth

Goal: No Summer Learning Loss



Pre-K to 1st Grade: Mathematics growth based on Everyday Counts Assessment
2nd to 5th Grade: Mathematics growth based on Star Mathematics Data

Class Average Lexile Growth



The Housing↔Education Link



Thaler McCormick, CEO

Education of Homeless Children

Downstream Impact

Lower reading scores



Retention



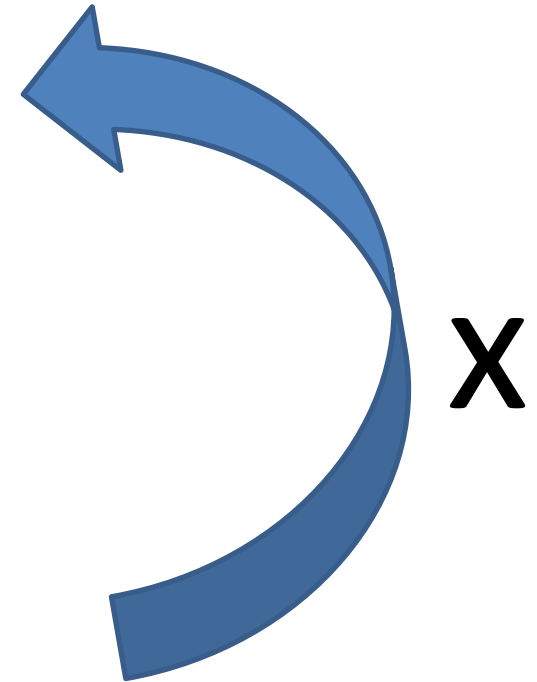
Drop-outs



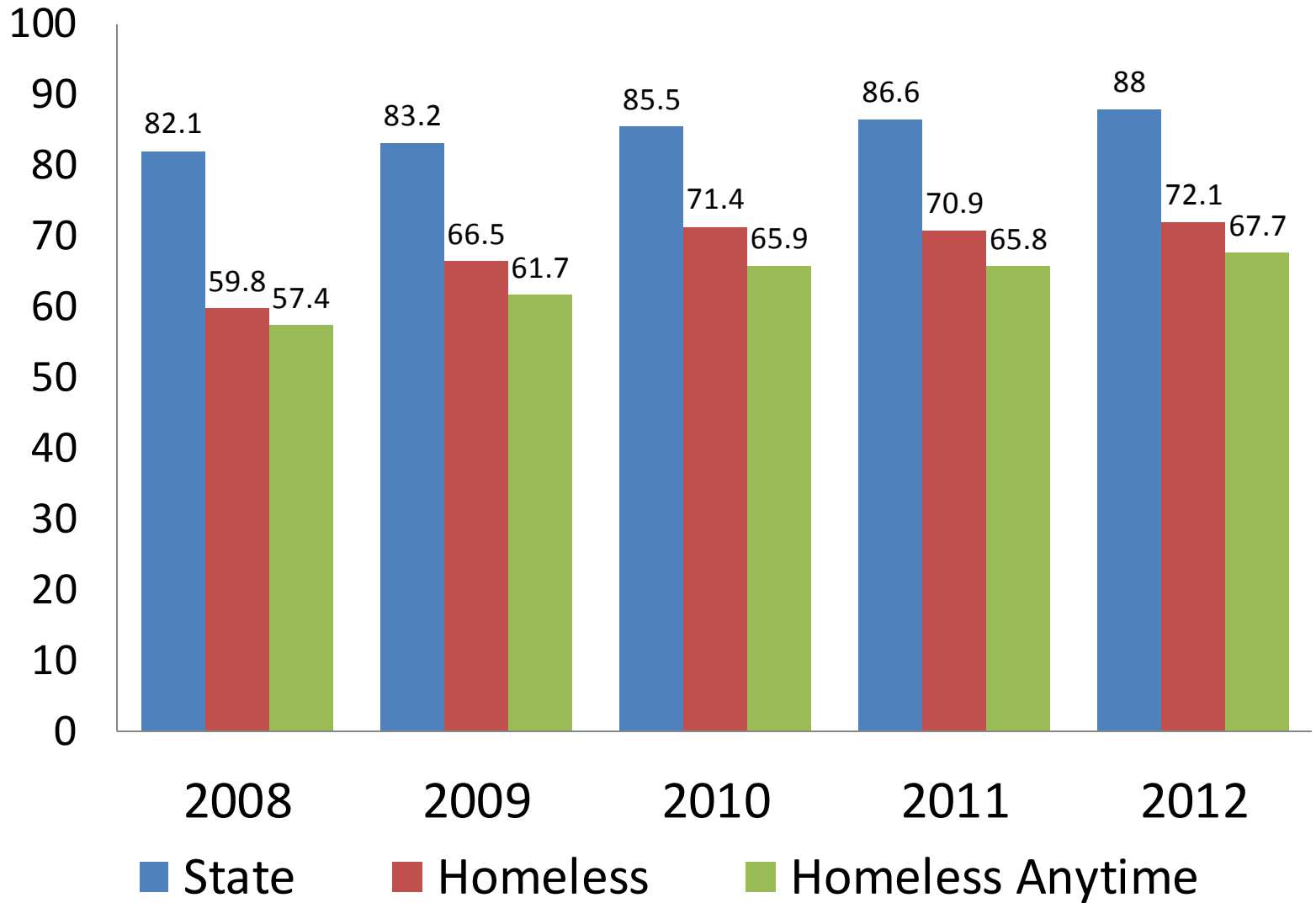
Lower wages



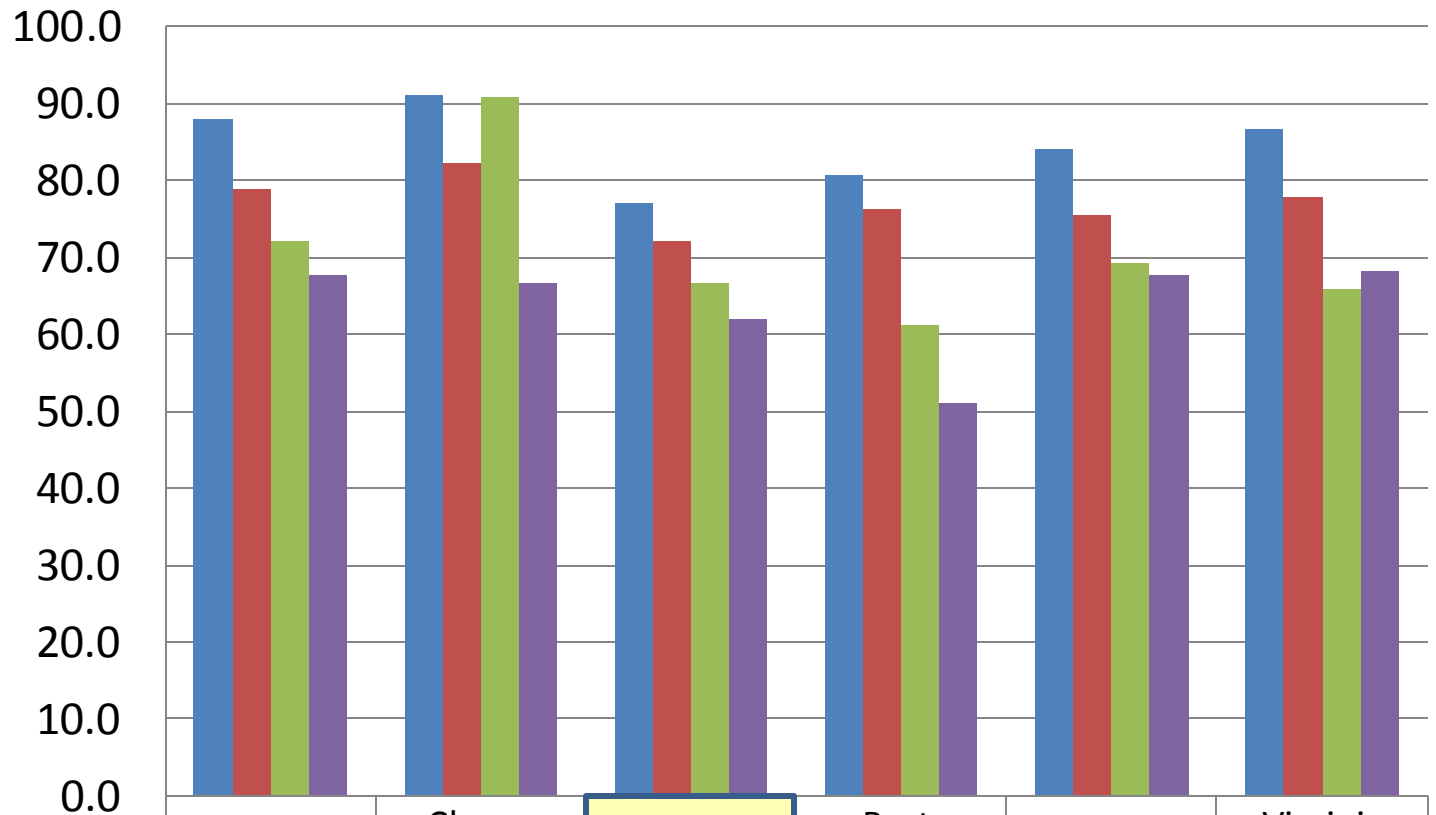
Housing Instability



Virginia's On-Time Graduation Rate



On-Time Graduation Rate 2012

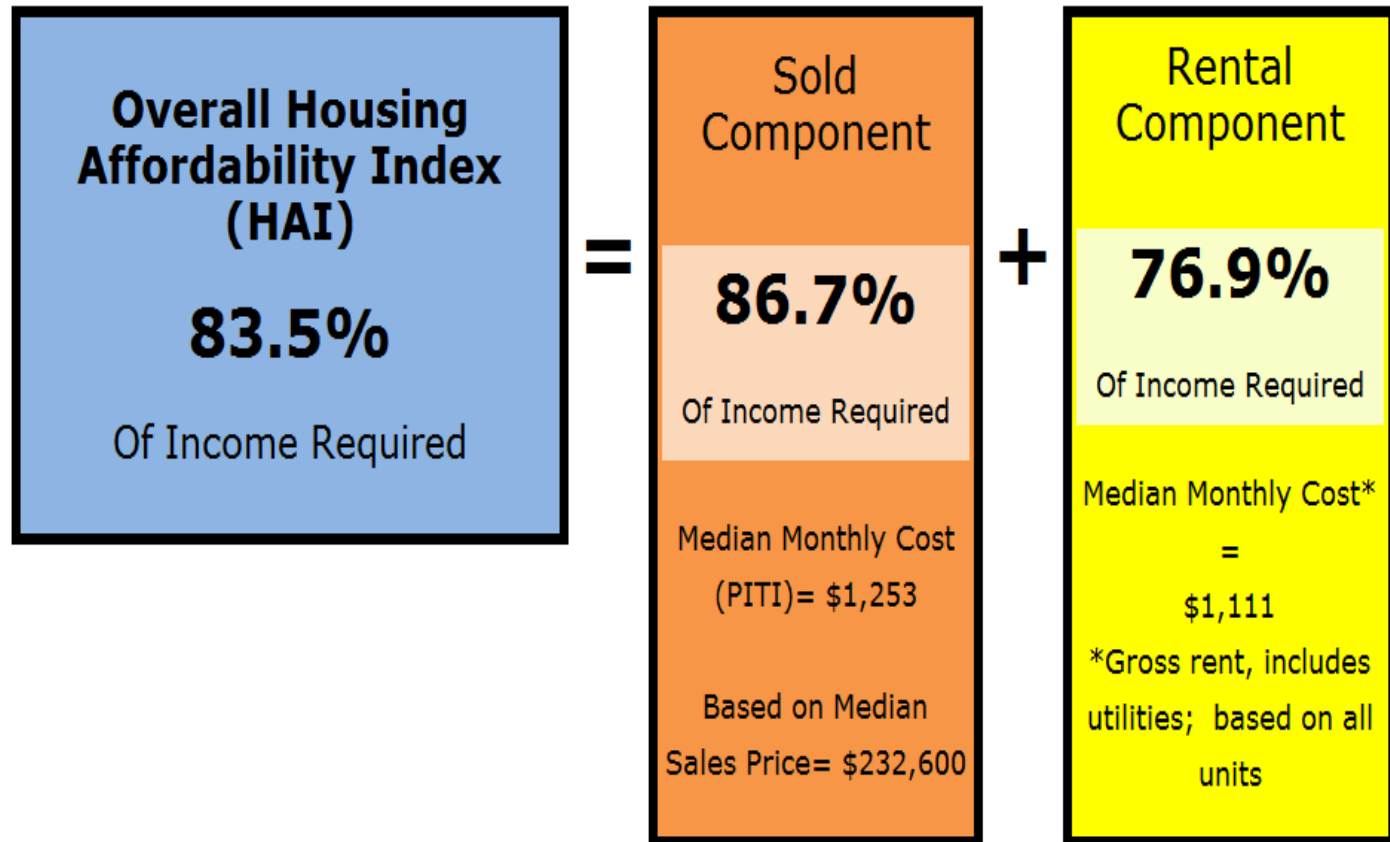


	Virginia	Chesapeake	Norfolk	Portsmouth	Suffolk	Virginia Beach
All Students	88.0	91.2	77.0	80.8	84.1	86.8
Economically disadvantaged anytime	78.8	82.4	72.1	76.4	75.5	77.8
Homeless	72.1	90.9	66.7	61.1	69.2	65.9
Homeless anytime	67.7	66.7	62.1	51.2	67.7	68.2

Virginia

At the Median Household Income of the Bottom Quarter of All Households, \$17,332

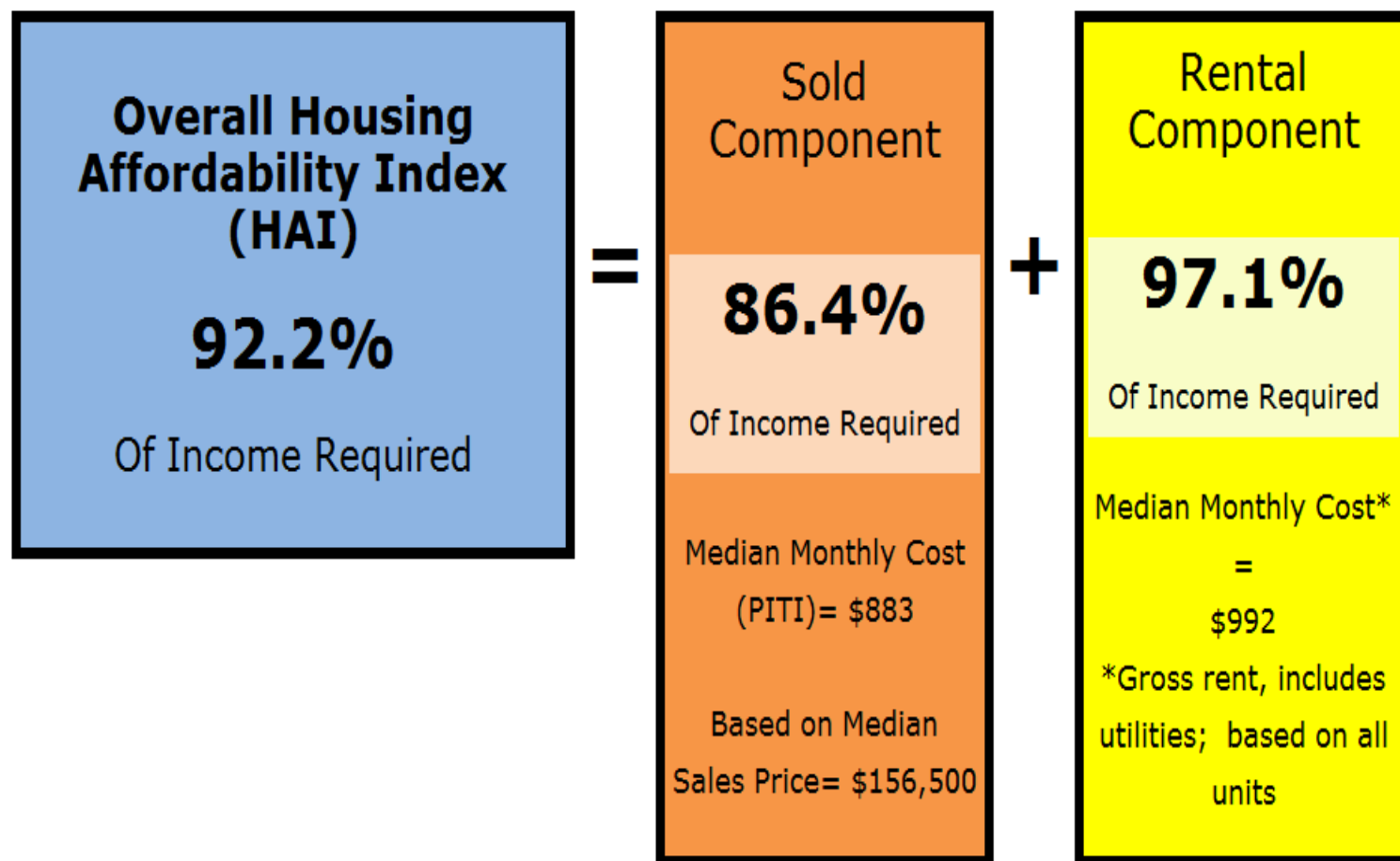
2013, qrt 1



Norfolk city

At the Median Household Income of the Bottom Quarter of All Households, \$12,265

2013, qrt 1



Affordable Housing Options & Challenges

Norfolk

- Public Housing (**3,286** on waiting list in Norfolk – turnover 300 annually)
- Section 8/Housing Choice Vouchers (**3,276** on waiting list in Norfolk). **Last opened in May 2010 when approximately 10,000 applied.**
- Tax Credit Properties – About 7,000 units developed in Tidewater since 1986

Affordable Housing Options & Challenges

A REGIONAL LOOK

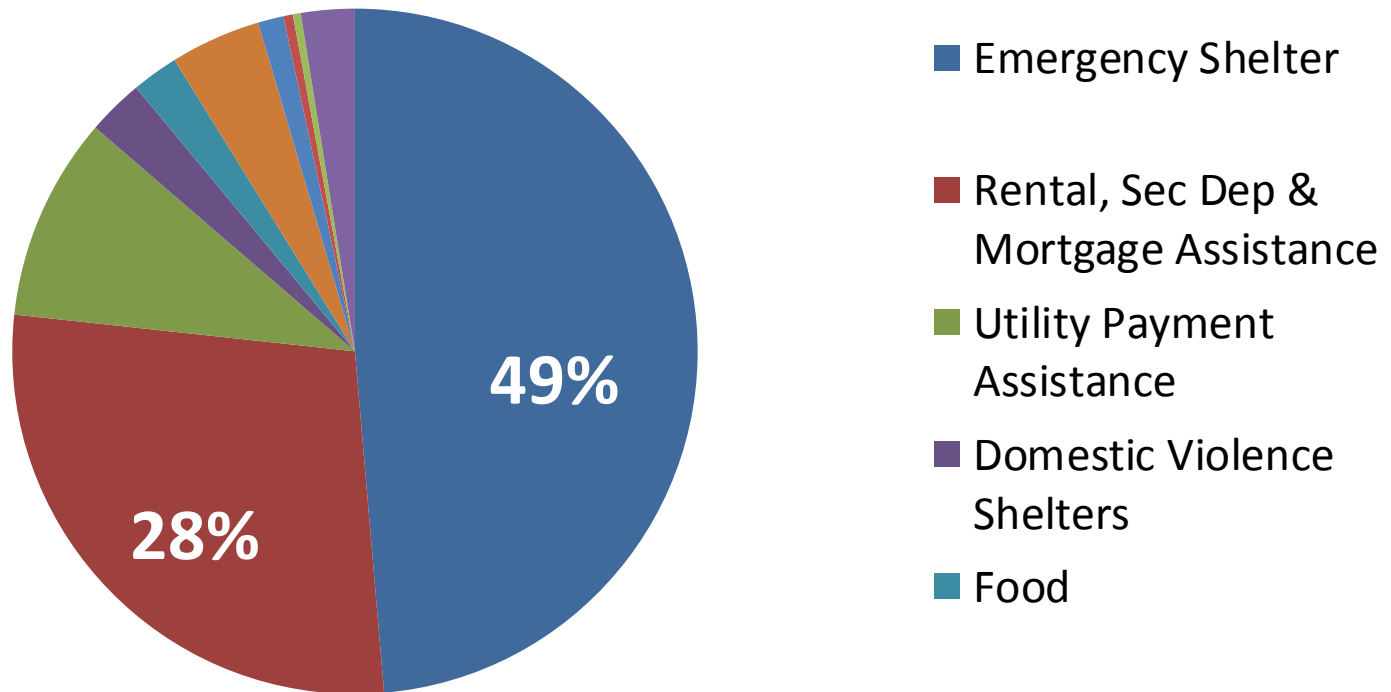
In Virginia Beach...

- Section 8 waiting list opened in 2013 – 14,000 applied
- They will make ZERO admissions to the Housing Choice Voucher program until January, 2015

Norfolk Calls to Housing Crisis Hotline

Calls	Callers	% of Calls	Avg/week
8,761	6,267	56%	168

October 2012 to September 2013



Challenges and Opportunities for Norfolk Public Schools



**Dr. L'Tanya Simmons, Deputy Superintendent,
Operations and Governmental Affairs**

NPS Disaggregated

Total Student Population

Economically Disadvantaged = 22,737 (71%)

Non-Econ. Disadvantaged = 9,360 (29%)

African-American Students

Economically Disadvantaged = 16,696 (84%)

Non = 3,097 (16%)

White Students

2,830 (39%)

4,389 (61%)

Multi-Racial Students



1,246 (61%)

793 (39%)

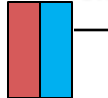
Hispanic Students



1,423 (70%)

607 (30%)

Asian Students



362 (50%)

369 (50%)

American Indian & Pacific Island Students



180 (63%)

105 (37%)

Other Factors

- Leadership: Four superintendent transitions in four years
- Reduction in state funding for PreK-12 education - \$20 million for NPS over five years, nearly 500 positions lost
- New mandates, such as online courses and online testing
- Increased rigor of Virginia Standards of Learning and accompanying SOL tests

Student Performance

As VDOE has increased the rigor of the Standards of Learning tests and accreditation requirements, accreditation has been affected:

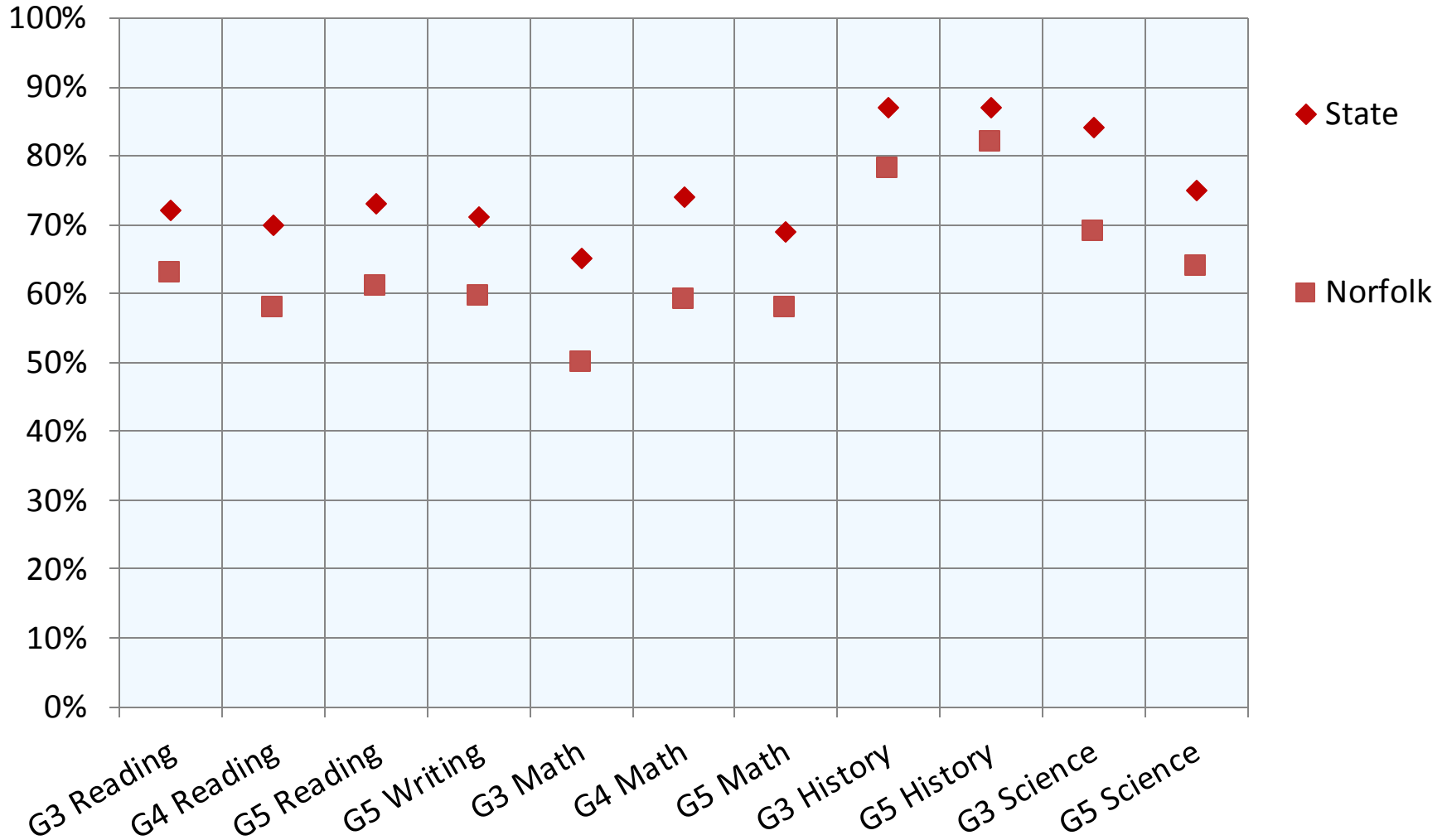
- 2011-2012 - 10 schools missed full accreditation (state's new Graduation and Completion Index)
- 2012-2013 - 14 schools missed full accreditation (new math assessments)
- 2013-2014 - 30 schools missed full accreditation (new reading, writing and science assessments)

Federal Accountability

- Federal accountability results released Sept. 17.
- Campostella, Jacox, Lindenwood, P.B. Young and Tidewater Park elementary schools, Lake Taylor and Lafayette-Winona middle schools designated as Priority schools.
- Ruffner Academy exited Priority status due to significant improvement in student performance.
- Richard Bowling and Sherwood Forest designated as Focus schools.

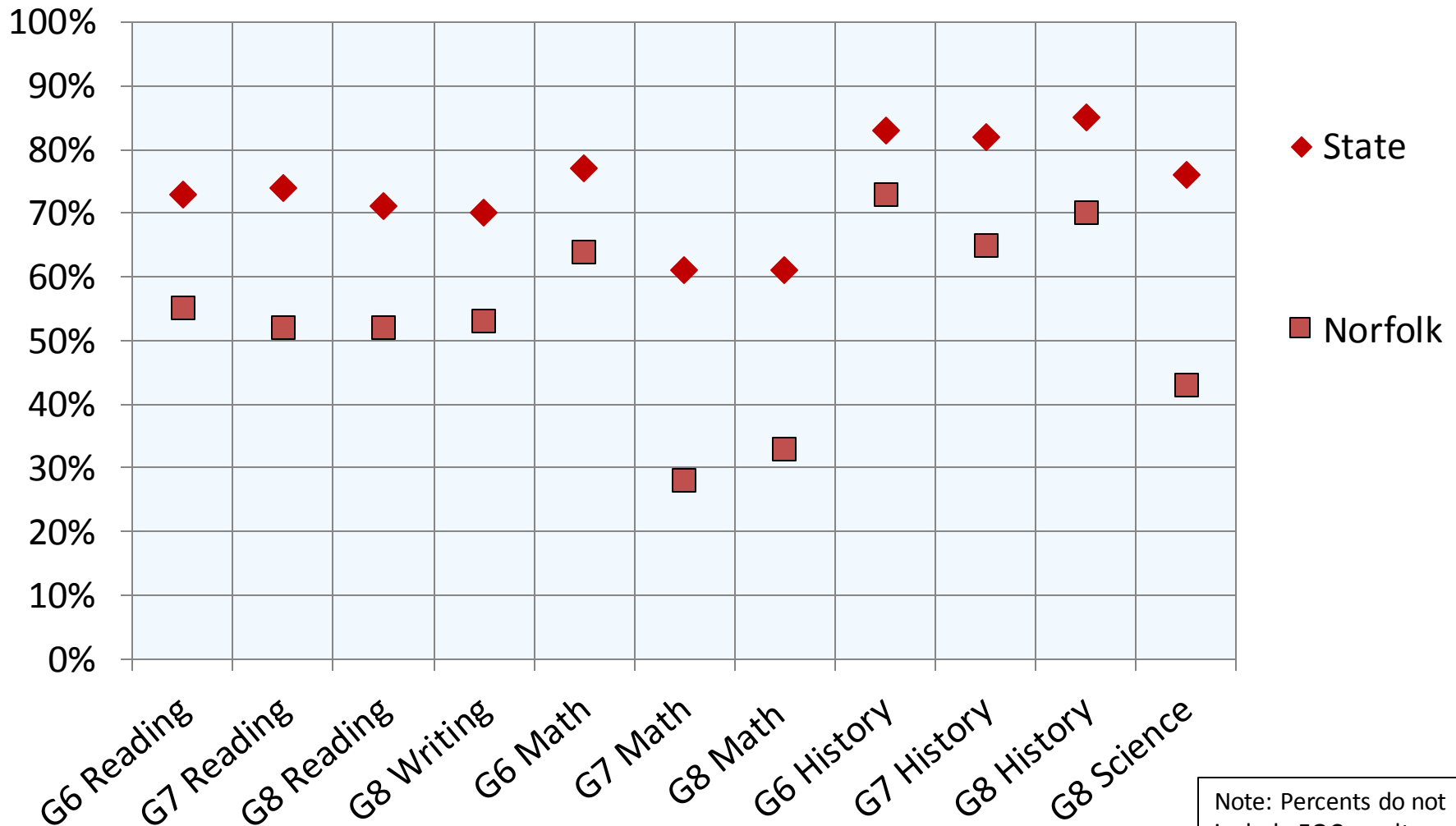
Norfolk Elementary: District vs. State Comparison

School Year 2012-13



Norfolk Middle: State vs. District Comparison

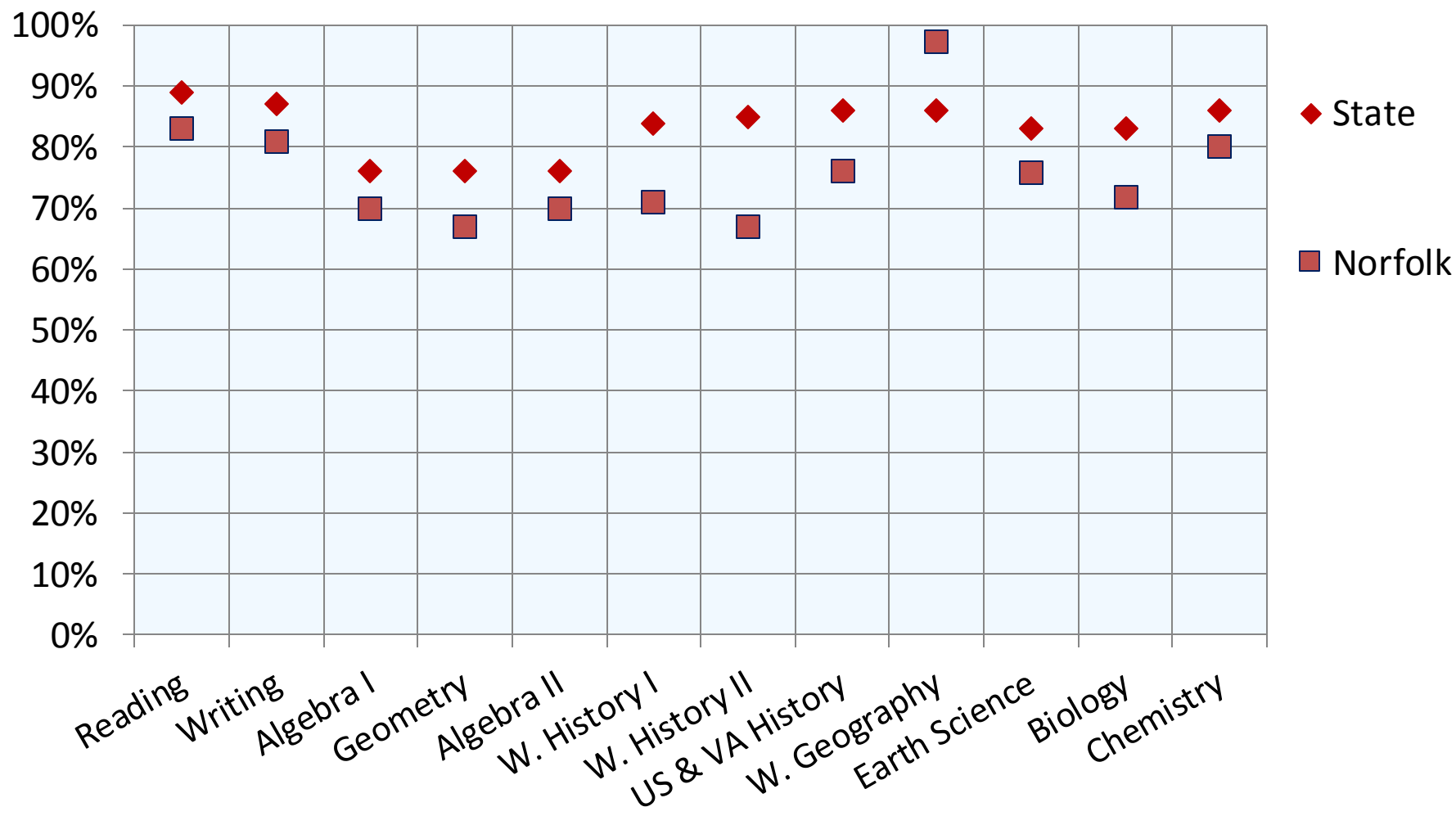
School Year 2012-2013



Note: Percents do not include EOC results.

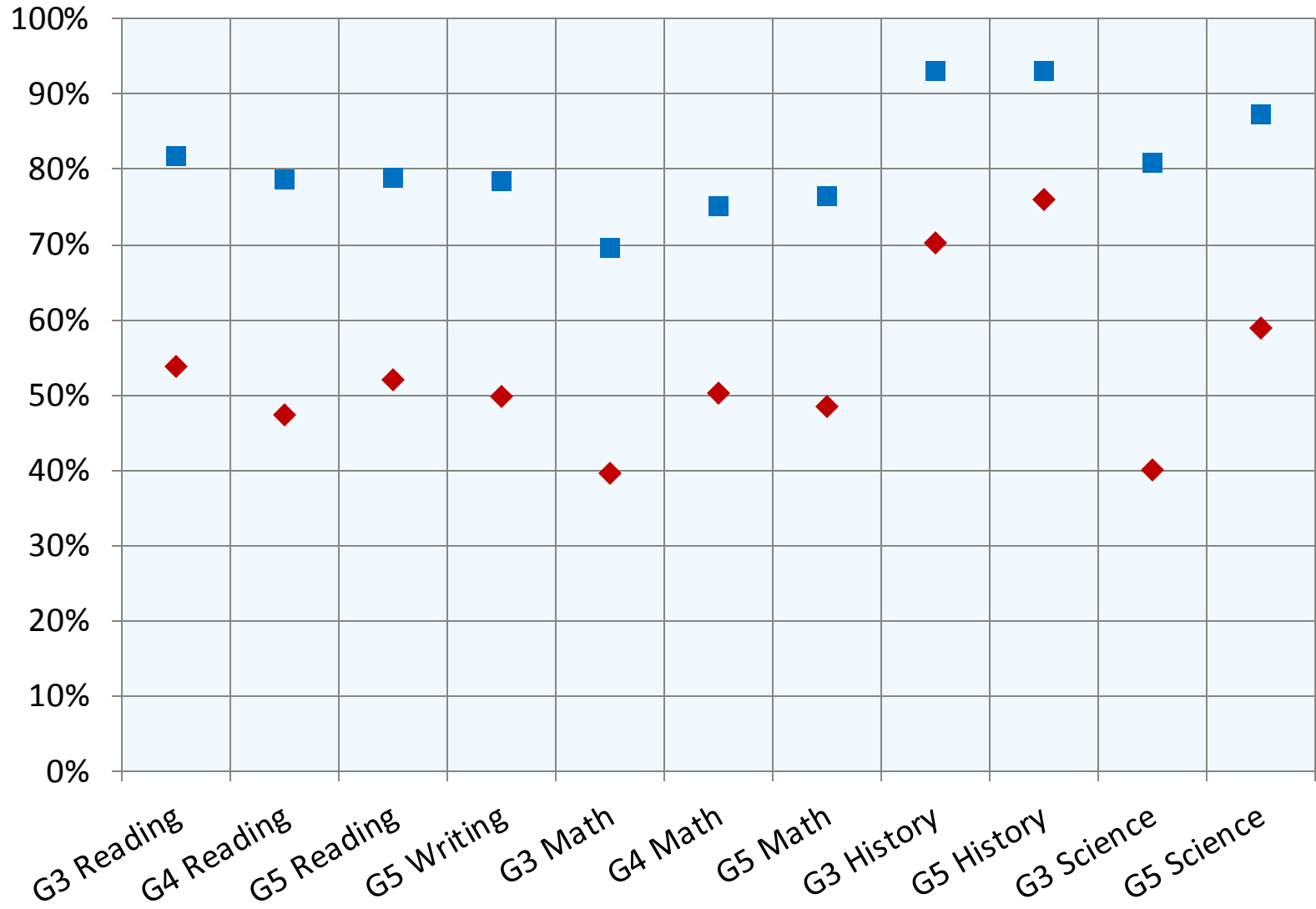
Norfolk End-of-Course (HS): State vs. District Comparison

School Year 2012-2013



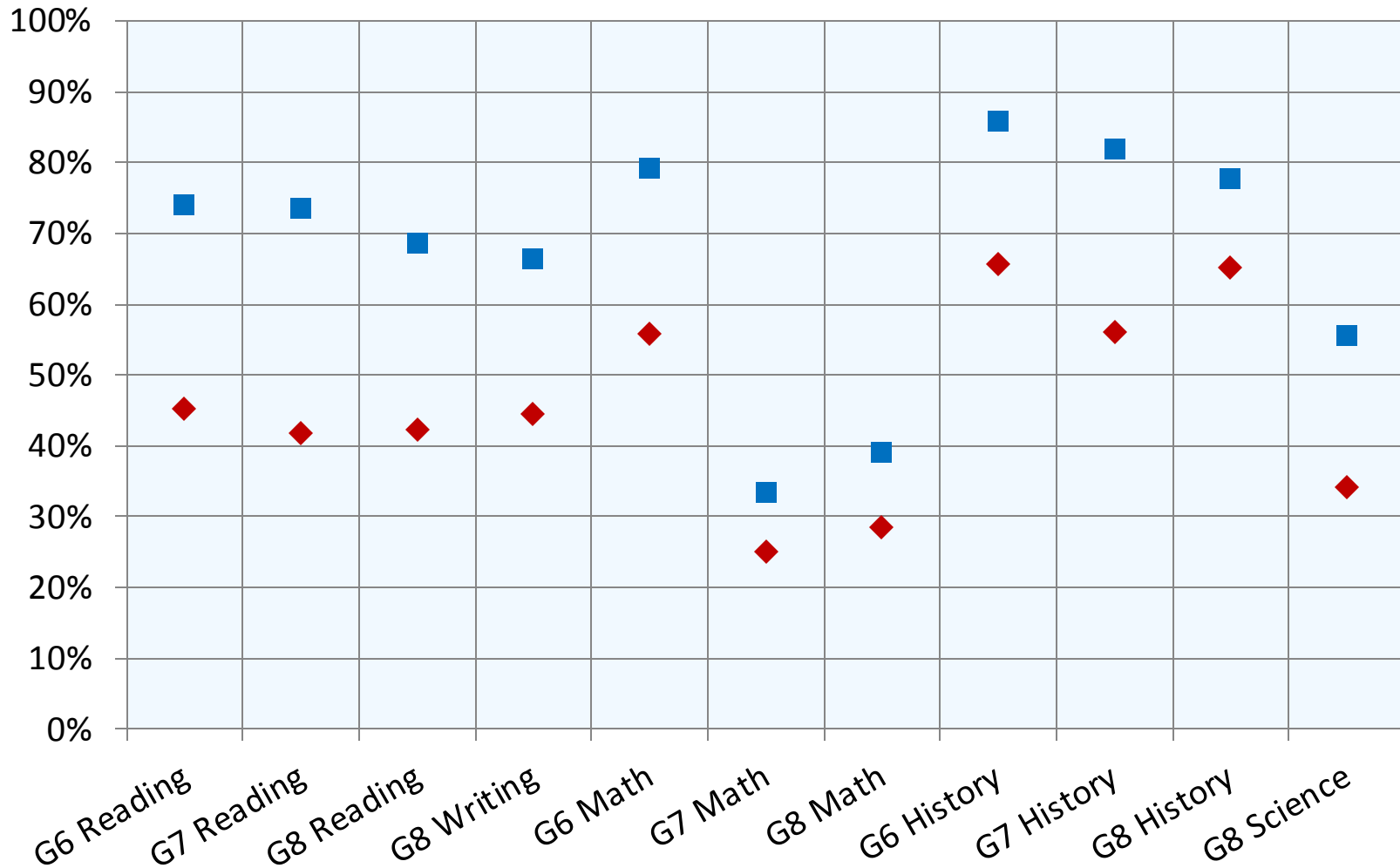
Elementary: SOL Comparison 2012-13

◆ Economically Disadvantaged ■ Non-Economically Disadvantaged



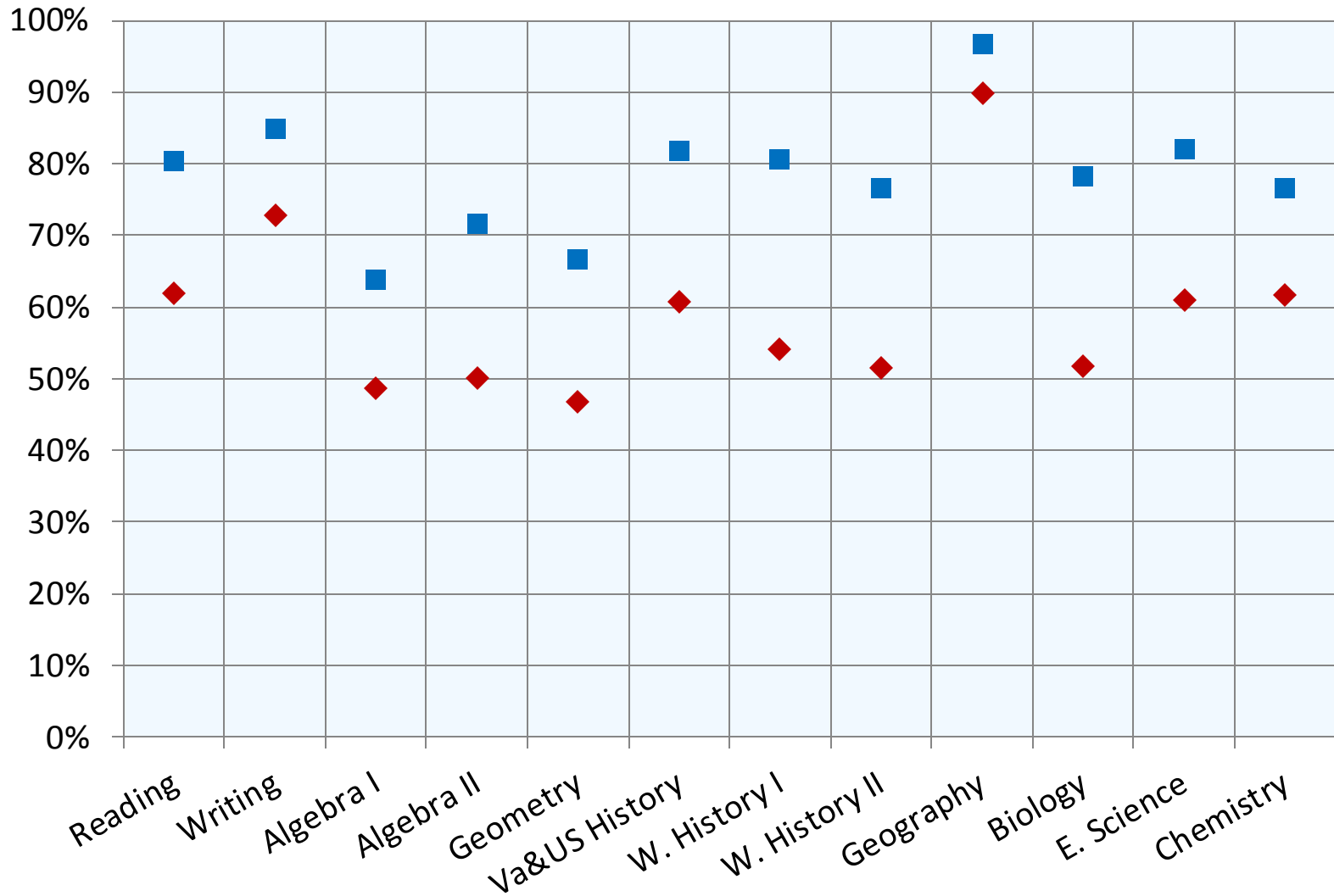
Middle: SOL Comparison 2012-13

◆ Economically Disadvantaged ■ Non-Economically Disadvantaged



End-of-Course: SOL Comparison 2012-13

◆ Economically Disadvantaged ■ Non-Economically Disadvantaged



Strategic Plan Imperatives

- Implement the Strategic Plan with fidelity
- Decrease the percentage of students who do not meet standards
- Increase the percentage of students meeting and exceeding standards
- Provide necessary enrichment to ensure that students begin to exceed standards
- Accelerate the rate at which we raise the floor to close achievement gaps

Focus Areas

Proposed NPS Transformation Initiative:

- A component of the five-year Strategic Plan
- 10 schools – 7 elementary, 2 middle, 1 high - proposed for transformation into public conversion charters (not traditional charters)
- Open campus high school proposed to serve students who are overage for grade in middle school, multiple credits behind for high school graduation at traditional high schools, or dropouts

Career Ladders, Lattices & Pathways



NEED A NEW JOB... *AND FAST?*

Kurt Hofelich, President Sentara Norfolk General Hospital

Definitions

- **Career Ladder**

- Structured sequence of positions through which a person may progress in an organization.

<http://www.businessdictionary.com/definition/career-ladder.html#ixzz2h3iayxjM>

- **Career Lattice**

- Vertical and horizontal movement between jobs and that may reflect more closely the career paths of today's work environment.

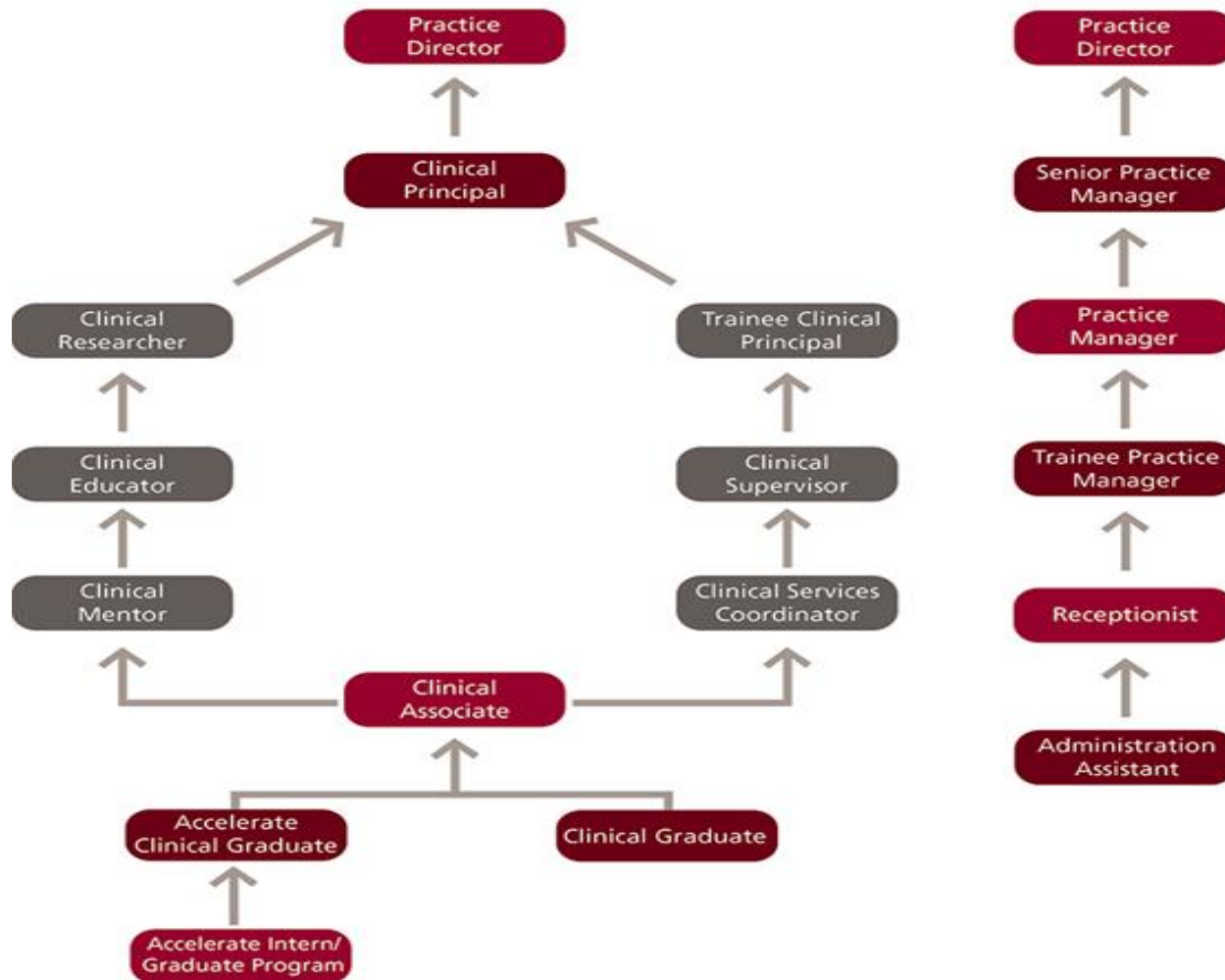
<http://www.careeronestop.org/CompetencyModel/careerpathway/CPWCIIInstructions.aspx>

- **Career Pathway**

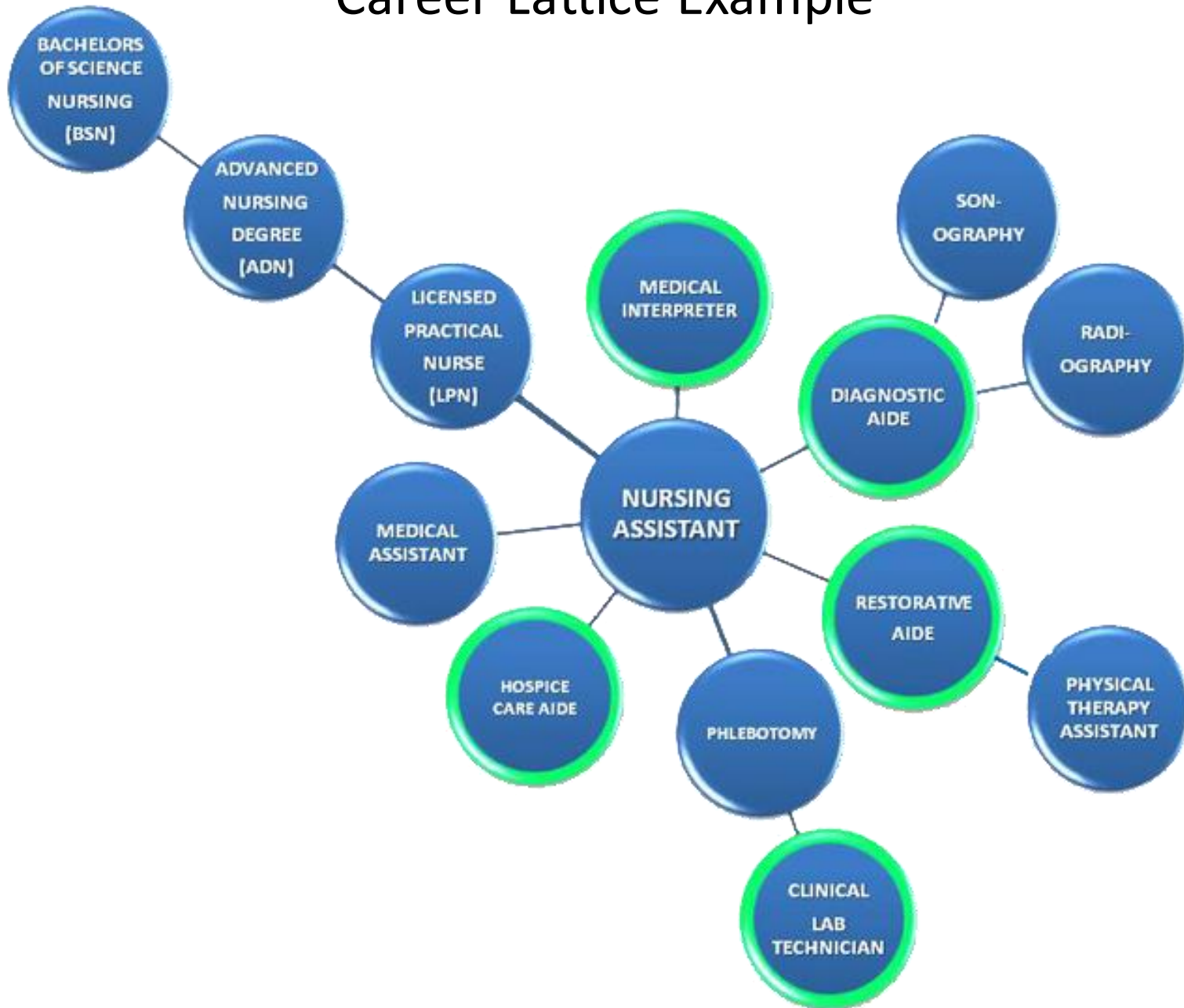
- A coherent, articulated sequence of rigorous academic and career/technical courses, commencing in the middle school and leading to an associate degree, baccalaureate/graduate degree, an industry-recognized certificate, and/or licensure. <https://www.cord.org/career-pathways/>

Career Ladder Example

Physician Practice Management



Career Lattice Example



Ship Maintenance and Modernization Repair Career Lattice

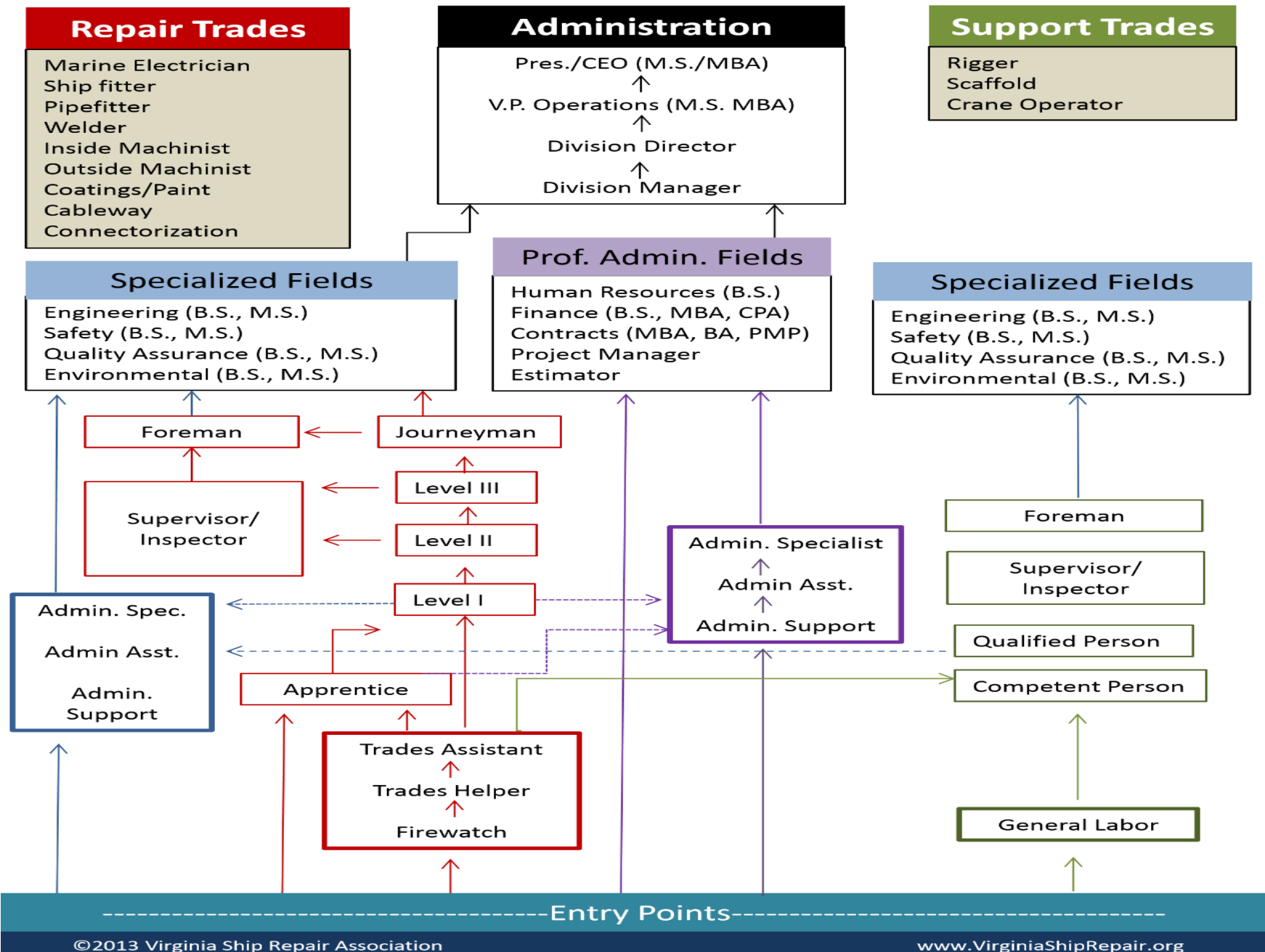
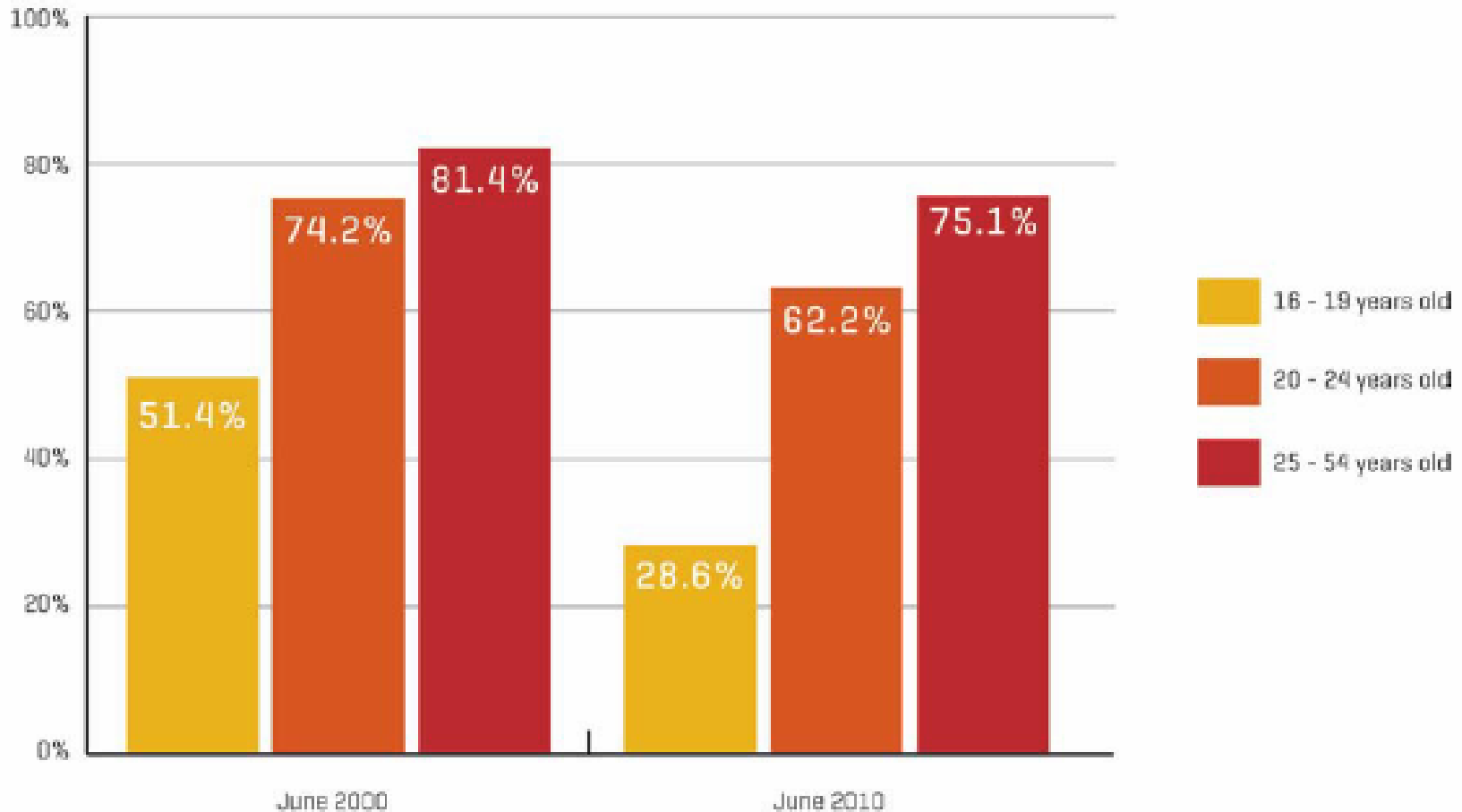
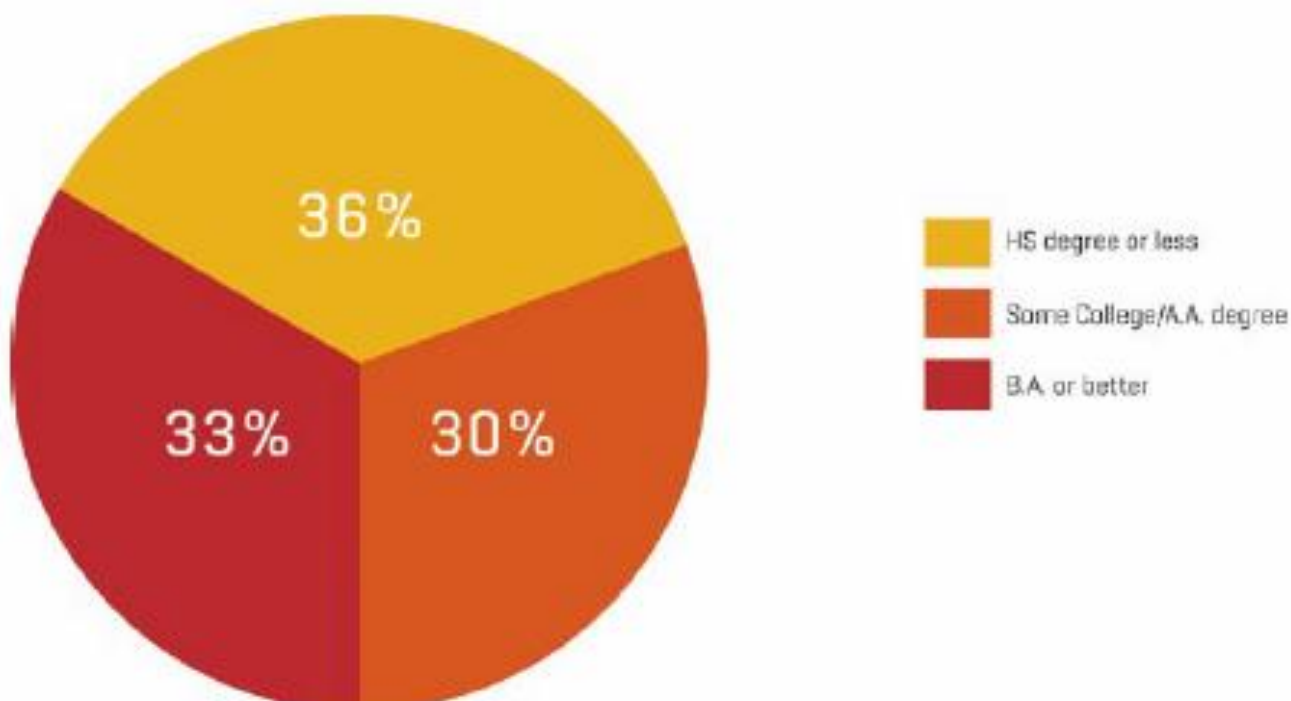


FIGURE 2 Shrinking employment opportunities: Teens and Young Adults have been hit the hardest by the Great Recession



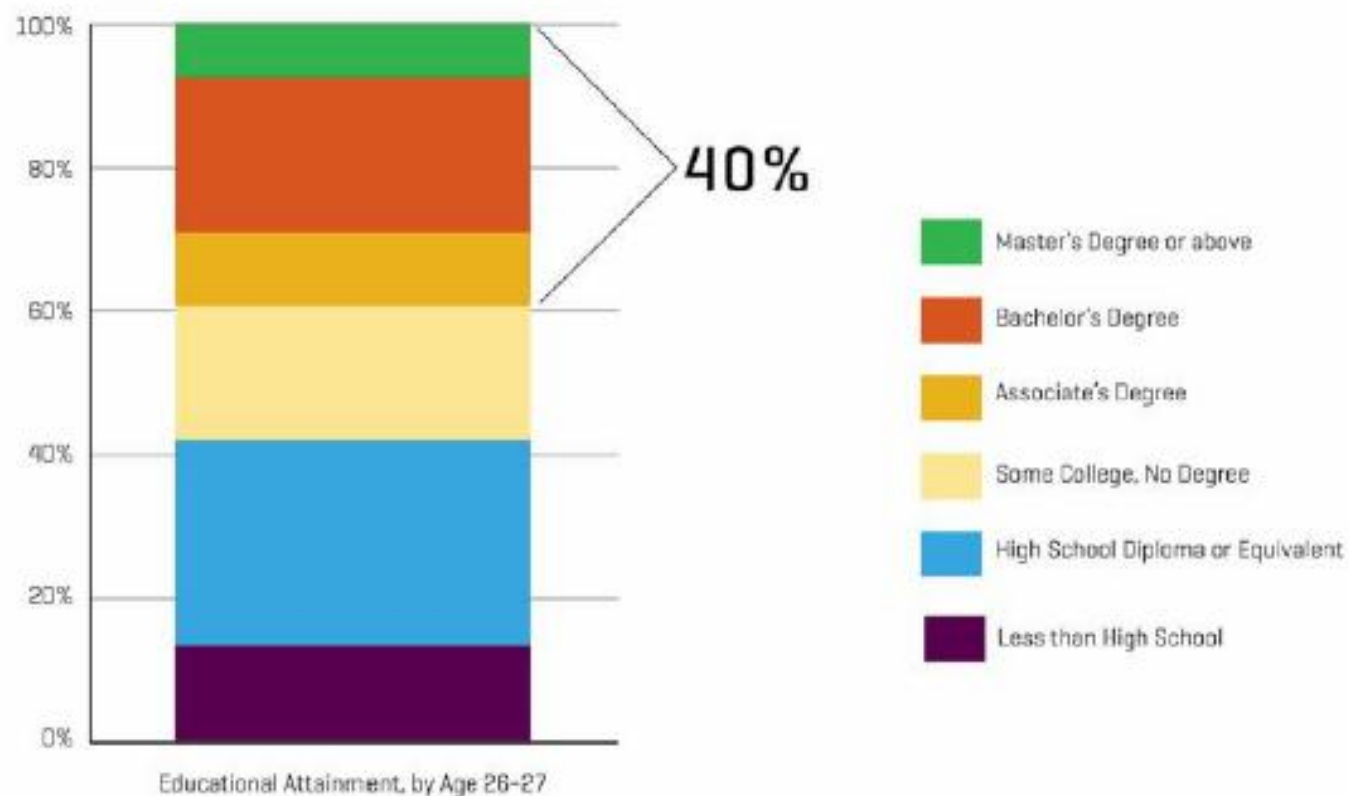
Source: Center for Labor Market Studies; U.S. Bureau of Labor Statistics, "CPS Labor Force Statistics".

FIGURE 4 College for All does not mean everyone needs a B.A. Even in this decade most jobs do not require a B.A.



Source: March CPS data, various years; Center on Education and the Workforce forecast of educational demand to 2018.

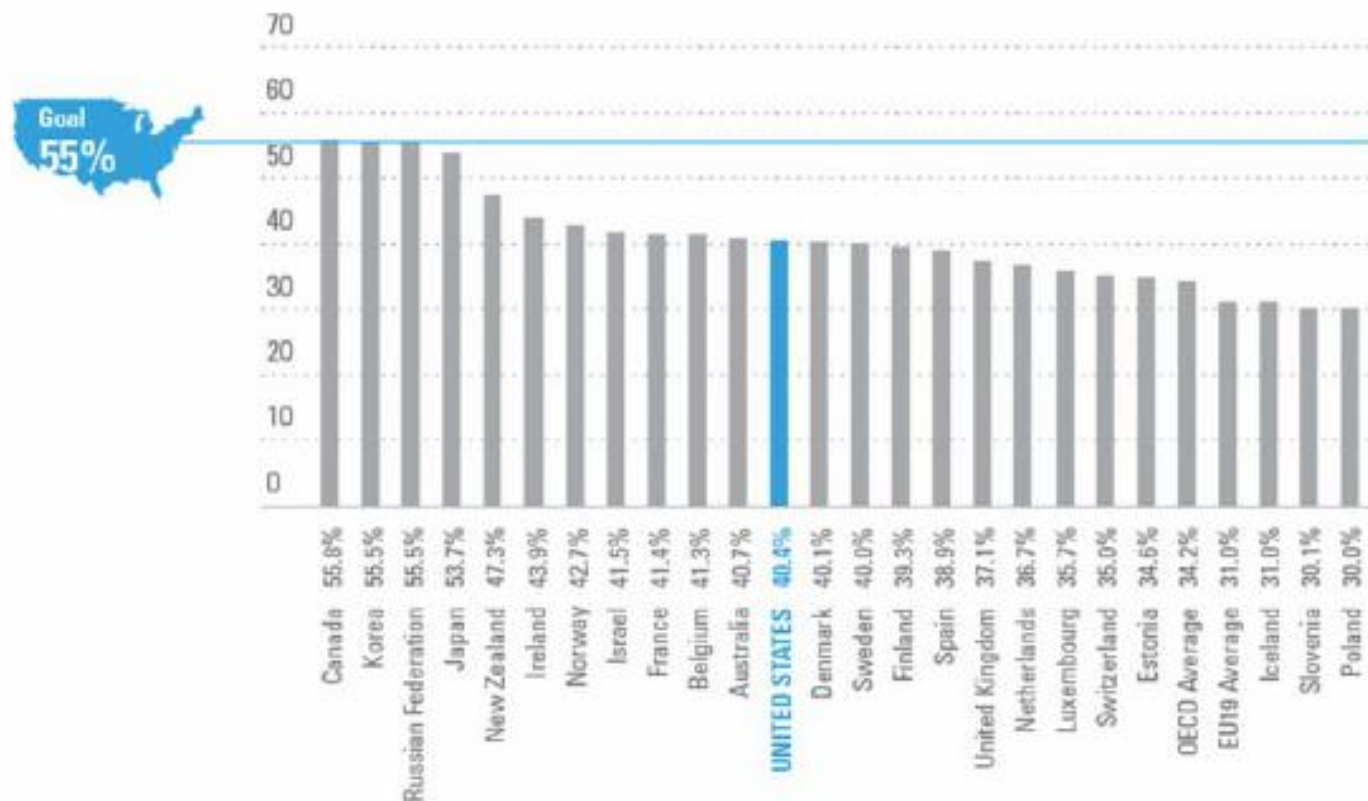
FIGURE 5 The current US reality: only 40% of 27-year olds have earned an A.A. degree or higher



Note: Represents data collected in surveys between 2006-2008; GED is approximation based on data from GED Testing Program.

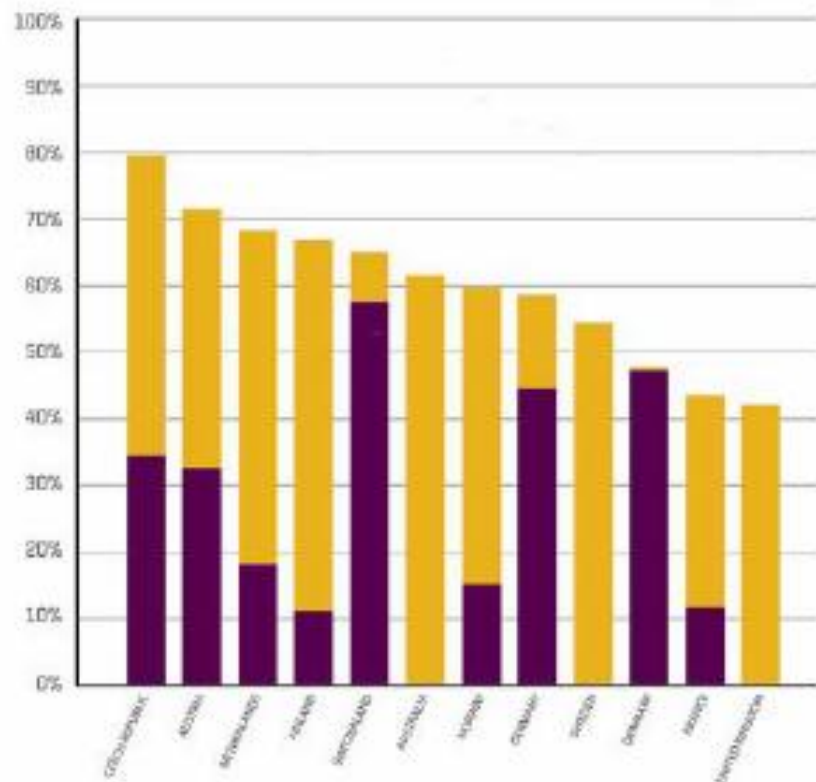
Source: Current Population Survey Annual Social and Economic Supplement.

FIGURE 8 College Completion Rank Declining: Percentage of 25- to 34-Year-Olds with an Associate Degree or Higher, 2007



Note: College Board. (2010). *The College Completion Agenda 2010 Progress Report*. Retrieved from <http://completionagenda.collegeboard.org>.
Source: Organization for Economic Cooperation and Development.

FIGURE 9 In many European countries over half of upper secondary students are in vocational educational and training



Percentage of students in school based vocational and technical programs

Percentage of students in combined employer sponsored work and school based vocational and technical programs

Source: OECD (2008), Education at a Glance 2008, OECD indicators, Table C1.1, OECD, Paris.

An Expanded Role for Employers

- Any effort to construct a **more effective network of pathways** to prosperity will require a sea change in the role of business and other employers.
- For the most part, **employers have left the job of educating and working with young adults to educators.**
- The pathways system we envision would **require employers** to become deeply engaged in multiple ways at an earlier stage- in helping to **set standards and design programs of study**; in **advising young people**; and most importantly, in providing **greatly expanded opportunities for work-linked learning.**
- **Employers would become full partners** in the regional effort to prepare young adults for success.

An Expanded Role for Employers

- Our goal should be that beginning **no later than middle school, all students should have access to a system of employer involvement and assistance.**
 - In **middle school** this would include **career counseling, job shadowing,** and opportunities to work on projects or problems designed by industry partners.
 - In **high school**, it would include programs of study designed in collaboration with industry leaders, as well as opportunities for more **intensive work-based learning such as paid internships.**
 - **Post-secondary level, employers and their trade associations need to take a much more active role in collaborating** with colleges to specify the knowledge and skills that people need to work in their industry.
- While **most college students must work, their jobs often bear no relationship to their programs of study.** Inevitably, this conflict helps drives many students to drop out.
- The **reform envisioned** would create a much **tighter link between a student's program of study and his or her job.** It would also enlist the employer as a partner in both training students, and encouraging them to persist with their studies.

A New Social Compact with Youth

- There are useful lessons from abroad.
 - Great Britain, Australia and the Netherlands, have developed highly visible national youth policies that in effect create a new **social compact between adult society and young people**.
 - The message these governments deliver is that the **country needs every young person to obtain at least an upper secondary diploma**.
 - Government will provide as much support as necessary to help ensure that young people meet this goal, but **young people must take responsibility as well**.
 - Three countries have raised the school leaving age to 18 for students who have not completed upper secondary and they **require students to participate in education or training until they have obtained a credential**.
 - **Dropping out puts them and their families at risk of losing social benefits**.
 - These policies play out differently in each country, but the underlying philosophy is one of “mutual obligation.”

A New Social Compact with Youth

- The compact's overarching goal should be that by the time they reach their early 20s, every young adult will be equipped with the education and experience he or she needs to lead a successful life as an adult.
- In the 21st century, failure to earn a high school degree has devastating implications for a young person's prospects.
 - Economically, **dropouts are at a severe disadvantage in the labor market, and are far more likely to be unemployed and/or to live in poverty.**
 - Socially, **male dropouts are far more likely to end up in prison, while female dropouts give birth to a disproportionate share of the babies born out-of-wedlock.**
 - The heavy costs of prison, welfare and other social transfers, the average dropout will actually be a net drain on society.
- Put another way, the **average dropout contributes about \$300,000 less to society than the average high school graduate.**

Simply search Google Images for:

“Career Pathway Models”

and you can discover for hours





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